



## BUIST ACADEMY

942 Whipple Road  
Mt. Pleasant, SC 29464

<b>Grades</b>	K-8 Middle School	
<b>Enrollment</b>	392 Students	
<b>Principal</b>	Sallie L. Ballard	843-724-7750
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

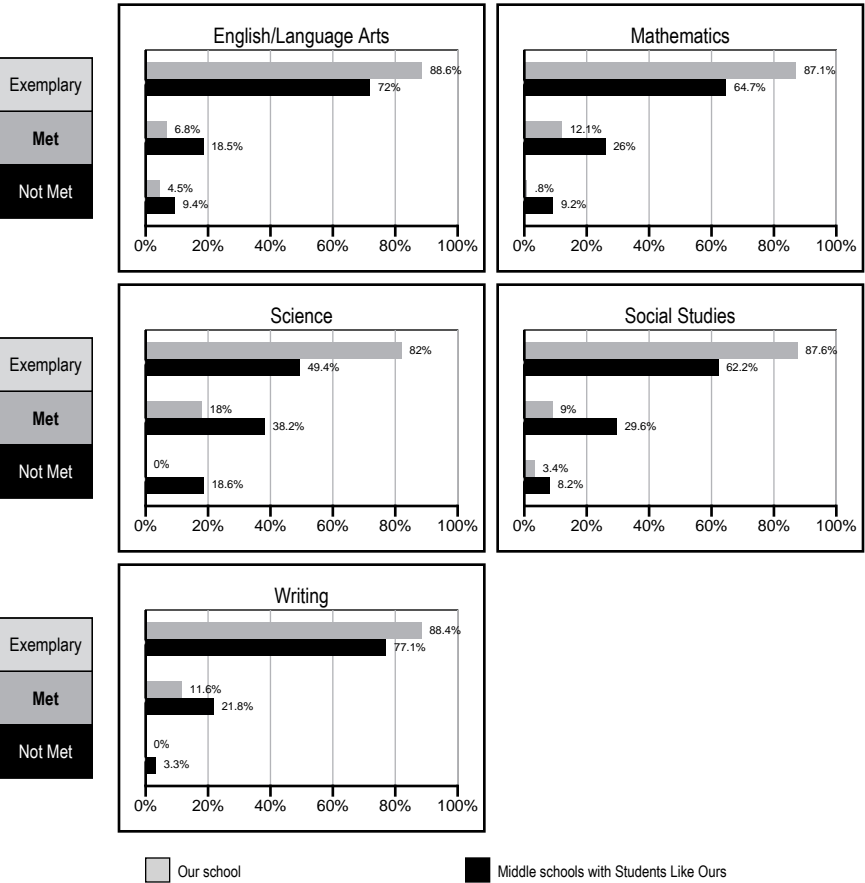
96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	0	0	0	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	100.0%
English 1	N/A	100.0%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	100.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=392)				
Students enrolled in high school credit courses (grades 7 & 8)	48.3%	Down from 50.5%	48.3%	24.5%
Retention rate	0.0%	No Change	0.0%	0.7%
Attendance rate	97.0%	Up from 96.8%	96.6%	95.9%
Served by gifted and talented program	73.7%	Down from 73.8%	35.4%	17.8%
With disabilities other than speech	0.3%	Down from 1.5%	2.1%	9.2%
Older than usual for grade	0.0%	No Change	0.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	74.2%	Down from 80.0%	71.4%	60.0%
Continuing contract teachers	83.9%	Down from 93.3%	47.4%	82.6%
Teachers returning from previous year	81.1%	Down from 85.6%	83.3%	85.6%
Teacher attendance rate	95.5%	Up from 95.0%	96.9%	95.3%
Average teacher salary*	\$47,710	Down 6.3%	\$42,544	\$46,300
Professional development days/teacher	3.1 days	Down from 6.1 days	7.3 days	9.9 days
School				
Principal's years at school	10.0	Up from 9.0	8.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 12.8 to 1	21.8 to 1	21.5 to 1
Prime instructional time	92.0%	Up from 91.3%	93.0%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	No	Yes
Parents attending conferences	100.0%	No Change	100.0%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$8,405	Down 0.3%	\$8,405	\$7,634
Percent of expenditures for instruction**	65.7%	Down from 68.5%	65.7%	64.0%
Percent of expenditures for teacher salaries**	64.6%	Down from 67.1%	64.6%	61.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

After a summer of packing up 103 Calhoun Street, Buist Academy moved to its temporary location in Mt. Pleasant. Our urban school is now experiencing suburban life: geese on the playing fields, kittens under the trailers, raccoons visiting and moles devouring the courtyard! While students enjoy the wide-open spaces, the faculty is adjusting to the sprawling setting of classrooms. Our growth as an International Baccalaureate World School continued through the year. In September our Primary Years Programme was re-authorized. October brought the good news of the Middle School passing its initial visit, thus making Buist the first Middle School in Charleston County to be sanctioned to teach the Middle Years Programme (MYP). As part of the requirements for MYP, the eighth grade students completed Individual Projects during their final year. The purpose of the project is to apply the IB transdisciplinary skills to one focused topic. Projects included forming a basketball team for girls in a Title I school and taking them to a district championship; producing a video on character development as affected by school climate; redesigning a room for the Florence Crittenton Home; and designing a facility for the Upward Bound Soccer Program. Presentations were done in the spring for the seventh grade. The House system continued to thrive with student leaders guiding the monthly meetings. Buist received an Excellent Absolute rating on the state report card for the elementary and middle schools. The Improvement rating for both was also Excellent. The Palmetto Gold Award was earned for continuing to make progress toward the state standards set for 2011. In addition, the school was recognized for the ninth consecutive year by the South Carolina Education Oversight Committee for continuing to close the achievement gap in historically underachieving groups of students. For federal Adequate Yearly Progress (AYP), the school met 100% of the objectives. Twenty-seven eighth graders qualified as South Carolina Junior Scholars based on their PSAT scores. Seven seventh grade students were recognized by the Duke Talent Identification Program at the State level. Community service continued through the House system. Gift bags were assembled and holiday programs were performed for senior citizens. A food drive in the spring provided can goods for needy children to be disbursed by the Lowcountry Food Bank during the summer. Parent support and involvement remained high during the year, with hundreds of hours being given to activities inside and outside the classrooms. Parents read with students, camped with them at Barrier Island, chaperoned them at Green River Preserve, and traveled with them to Florida and California. The PTA held the Fall Festival in November in the courtyard. The Buist Foundation conducted the Annual Campaign throughout the year. The School Improvement Council has been diligent in keeping the parents informed on the progress of the rebuilding on Calhoun Street. To date, the Board of Architectural Review has approved the conceptual design, all asbestos has been abated, the demolition packages have been sent out for bid, and selective demolition will begin in June. Our first year in the country has been successful!

Sallie L. Ballard, Principal  
Claire P. Curtis, SIC Chair

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	23	48	69
Percent satisfied with learning environment	82.6%	93.8%	94.1%
Percent satisfied with social and physical environment	82.6%	93.8%	89.7%
Percent satisfied with school-home relations	95.7%	97.9%	91.3%

\* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.7%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	270	100	3.7	8.5	87.8	99.6	83.1	82.4	Yes	Yes
<b>Gender</b>										
Male	115	100	4.3	9.6	86.1	100	79.9	78.7	N/A	N/A
Female	155	100	3.2	7.7	89	99.4	86.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	215	100	2.3	5.6	92.1	99.5	94.8	88.9	Yes	Yes
African American	45	100	11.1	24.4	64.4	100	71.9	72.9	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	3	I/S	I/S	I/S	I/S	I/S	42.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	23	100	8.7	26.1	65.2	100	72.9	75.4	I/S	I/S

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	270	100	1.5	15.6	83	99.3	82.8	81.9	Yes	Yes
<b>Gender</b>										
Male	115	100	0.9	14.8	84.3	100	81.1	79.9	N/A	N/A
Female	155	100	1.9	16.1	81.9	98.7	84.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	215	100	0.9	10.7	88.4	100	94.9	88.9	Yes	Yes
African American	45	100	4.4	42.2	53.3	95.6	70.9	71.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	3	I/S	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	23	100	N/AV	N/AV	N/AV	100	72.7	74.9	I/S	I/S

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	184	100	2.2	29.3	68.5	97.8	69.2	68.6
<b>Gender</b>								
Male	79	100	N/AV	N/AV	N/AV	100	68.4	68.3
Female	105	100	3.8	31.4	64.8	96.2	70	68.9
<b>Racial/Ethnic Group</b>								
White	144	100	0.7	25	74.3	99.3	90.4	80.7
African American	33	100	9.1	51.5	39.4	90.9	48.4	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.3	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87	70.8
<b>Disability Status</b>								
Disabled	2	I/S	I/S	I/S	I/S	I/S	30.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	17	100	11.8	47.1	41.2	88.2	51.8	57.3

**Social Studies**

All Students	182	100	3.3	12.1	84.6	96.7	75.5	72.5
<b>Gender</b>								
Male	76	100	5.3	5.3	89.5	94.7	74.4	72
Female	106	100	1.9	17	81.1	98.1	76.6	73.1
<b>Racial/Ethnic Group</b>								
White	145	100	2.8	8.3	89	97.2	91	81
African American	29	100	6.9	34.5	58.6	93.1	60.4	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	73.5
<b>Disability Status</b>								
Disabled	1	I/S	I/S	I/S	I/S	I/S	36.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	70.5	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	14	100	7.1	35.7	57.1	92.9	61.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	92	100	1.1	14.1	84.8	98.9	75.8	73.2	97	96
Gender										
Male	44	100	N/AV	N/AV	N/AV	100	70.7	67.2	96.9	95.9
Female	48	100	2.1	10.4	87.5	97.9	81.1	79.4	97	96.1
Racial/Ethnic Group										
White	70	100	N/AV	N/AV	N/AV	100	90.8	81.5	96.9	96.1
African American	17	100	5.9	35.3	58.8	94.1	61.3	61.3	97.6	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.4	87	95.7	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	94.5	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97.8	95.9
Disability Status										
Disabled	1	I/S	I/S	I/S	I/S	I/S	23.9	26	96.5	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.9	65.7	97.4	96.3
Socio-Economic Status										
Subsidized meals	10	I/S	I/S	I/S	I/S	I/S	62.2	63.2	96.7	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	40	100	N/A	N/A	N/A	100
	4	49	100	4.2	20.8	75	95.8
	5	50	100	2	16	82	98
	6	46	100	N/A	N/A	N/A	100
	7	45	100	N/A	N/A	N/A	100
	8	47	100	N/A	N/A	N/A	100
2011	3	39	100	2.6	2.6	94.9	97.4
	4	50	100	N/AV	N/AV	N/AV	100
	5	49	100	6.1	18.4	75.5	93.9
	6	43	100	4.7	14	81.4	95.3
	7	46	100	4.3	2.2	93.5	95.7
	8	43	100	4.7	4.7	90.7	95.3
Mathematics							
2010	3	40	100	N/A	N/A	N/A	100
	4	49	100	4.2	14.6	81.3	95.8
	5	50	100	2	38	60	98
	6	46	100	N/A	N/A	N/A	100
	7	45	100	N/A	N/A	N/A	100
	8	47	100	2.1	19.1	78.7	97.9
2011	3	39	100	2.6	12.8	84.6	97.4
	4	50	100	N/AV	N/AV	N/AV	100
	5	49	100	4.1	26.5	69.4	95.9
	6	43	100	N/AV	N/AV	N/AV	100
	7	46	100	2.2	6.5	91.3	97.8
	8	43	100	N/AV	N/AV	N/AV	100
Science							
2010	3	20	100	5	15	80	95
	4	49	100	8.3	25	66.7	91.7
	5	25	100	12	56	32	88
	6	23	100	N/A	N/A	N/A	100
	7	45	100	N/A	N/A	N/A	100
	8	23	100	N/A	N/A	N/A	100
2011	3	20	100	5	15	80	95
	4	50	100	4	52	44	96
	5	25	100	4	36	60	96
	6	22	100	N/AV	N/AV	N/AV	100
	7	46	100	N/AV	N/AV	N/AV	100
	8	21	100	N/AV	N/AV	N/AV	100

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	20	100	N/A	N/A	N/A	100
	4	49	100	6.3	14.6	79.2	93.8
	5	25	100	4	36	60	96
	6	23	100	N/A	N/A	N/A	100
	7	45	100	2.2	15.6	82.2	97.8
	8	24	100	N/A	N/A	N/A	100
2011	3	19	100	N/AV	N/AV	N/AV	100
	4	50	100	N/AV	N/AV	N/AV	100
	5	24	100	12.5	12.5	75	87.5
	6	21	100	N/AV	N/AV	N/AV	100
	7	46	100	2.2	13	84.8	97.8
	8	22	100	9.1	9.1	81.8	90.9
Writing							
2010	3	40	100	N/AV	N/AV	N/AV	100
	4	49	100	N/AV	N/AV	N/AV	100
	5	50	98	N/AV	N/AV	N/AV	100
	6	47	100	N/AV	N/AV	N/AV	100
	7	46	100	2.2	8.7	89.1	97.8
	8	47	100	N/AV	N/AV	N/AV	100
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	49	100	2	16.3	81.6	98
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	43	100	N/AV	N/AV	N/AV	100

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